DOCUMENT RESUME

ED 299 256 SP 030 643

AUTHOR Shulman, Judith; And Others

TITLE California Mentor Teacher Program Case Study: Implementation of the Waverly Unified School District, 1984-1985.

INSTITUTION Far West Lab. for Educational Research and Development, San Francisco, Calif.

SPONS AGENCY National Inst. of Education (ED), Washington, DC.
PUB DATE Nov 85
CONTRACT NIE-400-83-0003
NOTE 77p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Administrator Attitudes; *Beginning Teachers; Elementary Secondary Education; *Mentors; *Participant Satisfaction; Program Development; *Program Effectiveness; *Program Implementation; Teacher Attitudes; Teacher Orientation
IDENTIFIERS *Beginning Teacher Induction

ABSTRACT

This case study examined the implementation of the California Mentor Teacher Program (CMTP) in a large urban school district. The CMTP is an effort to retain skillful teachers and to improve teaching by promoting direct, rigorous, and consequential activities and relationships between mentors and beginning teachers. The participants in the study were a district official, the mentor coordinator, the president of the teachers' association, 22 mentors, 22 principals from the mentors' schools, and 22 teachers. Following a description of the school district and how the district adopted the mentor program, interviews with mentors and teachers are presented. The interviews included discussions of the relationships between mentors and their mentees, the perceived attitudes of the participants and other school personnel toward the mentorship program, and the activities of the program participants. The impact of the program on the school district is discussed and some recommendations are made for improving the program's effectiveness. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

9-22-88

Applying Research in Teacher Education

ED299256

CALIFORNIA MENTOR TEACHER PROGRAM CASE STUDY: IMPLEMENTATION IN THE WAVERLY UNIFIED SCHOOL DISTRICT, 1984-1985

Judith Shulman and Susan Hanson
with
Rita King

November, 1985

SP030643

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT
1855 FOLSOM STREET · SAN FRANCISCO, CALIFORNIA 94103 · (415) 565-3000

CALIFORNIA MENTOR TEACHER PROGRAM CASE STUDY:

IMPLEMENTATION IN THE WAVERLY UNIFIED SCHOOL DISTRICT, 1984-1985

Judith Shulman and Susan Hanson
with
Rita King

November, 1985

BEST COPY AVAILABLE

This report was prepared with the support of the National Institute of Education, under NIE Contract 400-83-0003 to the Far West Laboratory for Educational Research and Development, San Francisco, California. The opinions expressed herein do not necessarily reflect the position or policy of the Institute and no official endorsement by the National Institute of Education should be inferred.

FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT
1855 FOLSOM STREET · SAN FRANCISCO, CALIFORNIA 94103 · (415) 565-3000

TABLE OF CONTENTS

INTRODUCTION..... 1

The California Mentor Teacher Program..... 1
The Study..... 2
The School District..... 3
Respondents..... 3

DISTRICT CONDITIONS..... 4

Contextual Issues..... 4
Predicted Life of the CMTP..... 4
Importance Ascribed to the CMTP..... 5
District Relations with the Teachers' Association..... 10
Precedents for the Mentorship..... 10

DISTRICT ADOPTION..... 12

Decision to Participate..... 12
Negotiations..... 12
Defining the Mentorship..... 13
Selection Procedures..... 13

CHANGE AGENCY..... 15

Program Coordination..... 15
Coordinator's Implementation Strategies..... 15
Work with Principals..... 16
Training for Mentors..... 20

MENTORS' VIEWS..... 22

Mentors' Activities..... 22
Mentors' Meetings..... 22
Mentors' Relationship with the Mentor Coordinator..... 27
Mentors' Relationships with Principals..... 27
Mentors' Relationships with Teachers..... 29
Mentors' Training..... 30

TEACHERS' VIEWS..... 34

Twenty-One Stories..... 34
Teachers' Work with Mentors..... 47
Getting Together..... 47
Consequences of Working with Mentors..... 49
Teachers Describe Their Mentors..... 56

TABLE OF CONTENTS (cont.)

CHANGE IN THE MENTOR PROGRAM..... 58

Recommended Changes in the Mentor Program..... 59

CONCLUSION..... 67

LIST OF TABLES

Table 1:	22 Principals' Reports of Their Background and Involvement in the Design of the Mentor Program.....	6
Table 2:	22 Principals Describe the Importance of the Mentor Program.....	7
Table 3:	22 Principals Describe Advantages and Disadvantages of the Mentor Program.....	17
Table 4a:	Elementary Mentors' Activities.....	23
Table 4b:	Junior and High School Mentor Activities.....	25
Table 5:	Mentors Recall Their Most Helpful Training.....	32
Table 6:	21 Teachers Describe Their Interactions with a Mentor.....	48
Table 7:	Teachers Report How They Came to Work with Mentors.....	49
Table 8:	21 Teachers Describe Their Work with Mentors....	50
Table 9:	21 Teachers Describe Their Mentors.....	57
Table 10:	22 Principals Recommend Changes in the Mentor Program.....	61
Table 11:	22 Mentors Recommend Changes in the Mentor Program.....	64

WAVERLY UNIFIED SCHOOL DISTRICT

Judith Shulman and Susan Hanson
with
Rita King

INTRODUCTION

This case study examined the implementation of the California Mentor Teacher Program (CMTP) in the Waverly Unified School District (this is a pseudonym). From December, 1984, through May, 1985, information was gathered regarding the district conditions at the time the CMTP was adopted, the processes of program adoption, measures taken to introduce the new role of mentor to schools in the district, and respondents' assessments of the program in the first full school year of operation. This introduction briefly describes the CMTP, the larger study of which this case is a part, the district in which this case study was conducted, the immediate context of the mentor program in this district, and the persons interviewed.

The California Mentor Teacher Program

The California Mentor Teacher Program was established by the California state legislature in an effort to encourage exemplary teachers to remain in teaching and to share their expertise with other teachers. The legislation, which took effect on January 1, 1984, provided a stipend of $4,000 per year per teacher for up to 5% of the teachers in a participating school district. With the 1984-1985 appropriation, participating districts could appoint about one teacher in 50 as a mentor. With the 1984-1985 appropriation, those districts could appoint about one teacher in 35 as mentors. Districts which elected to participate for the first time in 1984-1985 could appoint about one teacher in 120 as a mentor.

The law provided that mentors should assist and guide new and experienced teachers and could engage in staff or curriculum development, but could not evaluate teachers. With few restrictions, the legislation provided for each district to set its own guidelines, establish a selection committee, accept nominations or applications, choose the mentors, define mentors' responsibilities, and guide them in their work.

The Study

This is one of ten case studies which were completed in a larger project undertaken by the Far West Laboratory for Educational Research and Development in cooperation with the California State Department of Education. That project also included surveys of participating districts in 1984 and 1985. As a whole, the project was designed to inform the districts participating in the study, other districts implementing the CMTP, state agencies and associations interested in the mentor program, and others engaged in related efforts.

The study's design was shaped by the observation that the CMTP--like merit pay, master teacher, and career ladder initiatives--assigned titles, training, or salary differentials to some teachers with the expectation that they would contribute to improvements in performance by many teachers. The CMTP may be described as an effort to retain skillful teachers and to improve teaching by promoting direct, rigorous, and consequential activities and relationships between mentors and other teachers. The case studies in this set asked whether and how district conditions, district adoption of the CMTP, and district efforts to implement the mentor program promoted those activities and relations.

The main aim in recruiting school districts to participate in these case studies was to describe a wide range of district circumstances, patterns of adoption, and approaches to the new role of mentor. With separate protocols, the researchers interviewed members of five role groups in each district: District officials with responsibility for the mentor program; members of the teachers' association involved in negotiations about the mentor program; district mentor program coordinators; mentors; and principals. Each respondent also was asked to complete a questionnaire concerning the potential and actual behavior of mentors in an array of situations. Eleven to fifteen persons were interviewed in most of the districts.

These case studies were intended to trace the adoption and implementation of the CMTP as it related to mentors' attempts to carry out their assignments or agreements and to play their new roles. Mentors were asked their perceptions of teachers' reactions to their initial efforts. However, as these case studies were conducted at the middle of the first full school year of operations, it was not expected that substantial relations between mentors and teachers could have formed. In a third stage of the project, emerging relations between mentors and teachers would be studied in detail in a single school district. Finally, in an effort to relate case study findings to implementation of the CMTP throughout the state, districts participating in the CMTP would be surveyed again in mid-1985.

The School District

The Waverly Unified School District was one of the largest urban districts in southern California. It served a culturally and ethnically diverse community that was growing and constantly changing.

The mentor program in this district began under difficult circumstances. Teachers' contracts had not yet been signed, and the district and teachers' association could not reach a negotiated settlement for the mentor program. Nonetheless, the district proceeded to implement the program. In April, 1984, the selection committee chose mentor teachers. Soon afterwards, the teachers' association filed an unfair practice claim against the district for implementing the mentor program before negotiations had been resolved.

The Waverly district was divided into four regional geographical groups for the operation of the mentor program. Mentors were responsible for assisting teachers in their respective regions.

Respondents

The researchers and the district's mentor program coordinator chose the respondents for this study. They included a district official, the mentor coordinator, the president of the teachers' association, 22 mentors, 22 principals (from the mentors' own schools), and 22 teachers. The teachers interviewed were selected by the mentors. Each mentor was asked to choose one teacher with whom he or she had worked as a mentor. In each case, the mentor asked the selected teacher if he or she were willing to be interviewed; if so, the researcher called for an appointment.

DISTRICT CONDITIONS

The Director of Staff Development and Training (district official) and the president of the teachers' association were asked about the influence of pre-existing district conditions on the implementation of the mentor program. These conditions included general educational issues or problems, beliefs concerning the potential life span and perceived importance of the CMTP, the relations between the district administration and the teachers' organization, and the history of other district programs. Principals and the mentor coordinator also spoke to some of these questions.

Contextual Issues

When asked to name important education issues in the district and, more broadly, in public education, the district official and teachers' association president expressed different viewpoints. Whereas the district official cited merit pay, research on effective schools, and teacher recruitment incentives such as career ladders as prominent educational issues, the teachers' association president pointed to problems concerning teacher isolation, and political decisions that influence the life of teachers. The respondents both felt that the increasing teacher shortage was a problem.

These respondents agreed that the mentor program provided an opportunity for teachers to share their expertise. "Watching demonstration lessons that model translating theory into practice contributes to effective schools," said the district official. She hoped that the mentor program would provide opportunities for teachers to organize support for other teachers without the intervention of the central office. Similarly, the association president felt that the mentor program helped to reduce the isolation of teachers through workshops and individual opportunities for working together. "Mentor teachers can really influence what goes on in a classroom." She added that mentors were particularly important to new teachers who needed credible models to help them through the first year.

Predicted Life of the CMTP

Asked whether funding for the mentor program would last as long as six years, the respondents were cautious about their predictions. The district official felt that the legislators viewed the CMTP as an integral part of the state's reform effort, but she noted that many districts "like ours" are still struggling with implementation problems. The association official thought that continued funding would depend on a stable economy, student test scores, and public support. It did not appear, however, that the respondents' estimates of the longevity of the CMTP affected their approach to the mentor

program. The association president said, "We don't make decisions on the basis of how long it will last." Similarly, the district official stated, "We worked to establish the best possible program without being unduly concerned about whether it was going to be a long-term event."

Importance Ascribed to the CMTP

How important was the mentor program in Waverly? To whom was it important? Most of the respondents considered the initiative a relatively modest reform. The association president saw the mentor program as a small initiative because of its effect on a small number of mentor teachers and the lack of time devoted to planning and bargaining the program. As she said, "The plan might have been different if there had been more lead time to work together."

The district official and mentor coordinator were more positive about the program. The former was pleased with the way the program was developing and felt that its importance would grow as more mentorships were funded. The latter declared that the CMTP was an important initiative because of the mentors' potential influence on teachers.

Twenty-two principals also were asked about the program's importance. Table 1 summarizes some information about their background and involvement in the design of the CMTP.

Half of the principals interviewed were from elementary schools, the other half from secondary schools. Most of the principals said that they were given information about the mentor program at administrators' meetings; a few of these (6) reported that they were asked for input and made some suggestions. Three principals were involved in planning or selection procedures.

In the principals' views of the mentor program, teachers and administrators were the main beneficiaries (see Table 2). Half of the principals declared that the mentor program brought recognition, status, and higher income to mentor teachers, and support and incentives to the rest of the teaching staff. Almost half of the principals said that the CMTP supported principals by bringing expertise in curriculum and effective teaching to teachers at their school site. About half of the principals also referred to the opposition raised by the teachers' association; they referred to the unfair grievance against the district.

Table 1

22 PRINCIPALS' REPORTS OF THEIR BACKGROUND
AND INVOLVEMENT IN THE DESIGN OF THE MENTOR PROGRAM

P	# of Years As Principal in Building	# of Years in District	School Level	Involvement in Design of Mentor Program
1	1	25	JH	Was informed
2	2	20	E	Involved in
3	1	23	E	Gave input at P's meeting
4	2	27	JH	Gave input at P's meeting
5	2	20	JH	Was informed
6	1	21	JH	No involvement
7	2	24	HS	No involvement
8	4	24	E	Was informed
9	2	22	E	No involvement
10	2	26	HS	Gave input; served on selection committee
11	2	33	E	Gave input
12	1	32	E	Was informed
13	4	18	JH	Served on planning committee; served on selection committee
14	2	31	HS	Asked for input
15	1	10	E	No involvement
16	1	34	E	Was informed
17	3	30	E	Served as principals' representative to negotiating council
18	2	14	HS	Gave input
19	2	18	E	Gave input
20	4	32	HS	Reviewed state guidelines; served on selection committee
21	1	17	E	No involvement
22	9	28	HS	Was informed and asked for input at P's meeting

P = Principal E = Elementary JH = Junior High H = High School

Table 2

22 PRINCIPALS DESCRIBE THE IMPORTANCE OF THE MENTOR PROGRAM
["(n)" = two or more principals gave the same description]

To the Teaching Profession (2):

It establishes in a concrete way that we value teachers.

May keep people in teaching.

To Mentor Teachers (10):

Provides recognition for doing a good job.

Adds income.

They really feel they are providing a service.

Adds status.

A morale booster.

To Teachers (20):

Adds status.

Staff teachers benefit by having that type of in-school resource person.

Neat to know some people are there for them [new and experienced teachers].

It gives them an incentive to aim toward.

Teachers who have been helped think it is important.

I'm sort of ambivalent about it, and I think most people are. I think it's a very nice reward for teachers, but I'm sure we could survive without them.

Some teachers were envious.

I don't know what the teachers who came and observed the lessons that my mentor teachers planned did with that when they left, so I don't know how important it was to them. Are these people who just want a half day off of work...?

Some teachers feel threatened by the program.

Table 2 (cont.)

22 PRINCIPALS DESCRIBE THE IMPORTANCE OF THE MENTOR PROGRAM

Some teachers were crushed if not selected. Many have never been in this type of competition. They wondered what went wrong with the process.

Unimportant and without meaning to most of the teachers at this school. They are aware of it, that is all... Some teachers only applied upon the encouragement of someone--the principal usually. They seemed to see themselves as only ordinary or average until someone else encouraged them to try for the position.

To vast number of teachers who didn't take advantage of the program, it's not very important.

To Principals (8):

Can utilize expertise of mentors in own school site (developing workshops, developing a quality curriculum, helping teachers with instructional practices).

To the District (2):

Having ways to tap people beyond the school site.

To the Superintendent (5):

It is improving staff inservice, and that is one of his main objectives.

He supports any program that will improve learning and instruction.

His #1 objective is improving basic skills and test scores. This program helps with these aims.

He feels that career teachers ought to be rewarded so that they remain in the classroom.

To Students (1):

If any teacher or groups of teachers improve their instructional techniques, it's the students that benefit.

Table 2 (cont.)

22 PRINCIPALS DESCRIBE THE IMPORTANCE OF THE MENTOR PROGRAM

To Schools (1):

Gains prestige with mentor teacher on site.

To the Teachers' Association (11):

Cannot really say--it's so political. But they seem to say it was rushed through.

Teachers' Association caused it to get off to a rocky beginning which influenced its impact on a lot of teachers.

Not pleased with the selection process.

Fear the concept of merit pay.

They have a grievance against the system.

Mixed vibes. They think it's important because there's money in it for teachers, but the selection process is a concern. Can the association support it when many teachers are left out?

First told no one to apply; then told everyone to apply.

District Relations with the Teachers' Association

Relations between the district and teachers' association were strained for several reasons. First, as described previously, teachers' contracts had not yet been negotiated during the time that the mentor program was considered. Second, the association had refused to participate on the district's advisory committee for the CMTP until negotiations for the program were settled. Finally, negotiations broke down when the district and association could not reach a settlement on the mentor program before the state's deadline to participate. The association president maintained that there was not enough time to adequately plan goals and implementation procedures for the new program, and filed an unfair practice claim with the district for implementing the mentor program before a negotiated settlement was reached. As the association president said, "We had a bad beginning in this district."

Despite opposition to the district's execution of the program, however, the association president emphasized that the association did not oppose the concept of mentor teachers. On the contrary, the association encouraged teachers to apply for mentorships because of their potential influence on other teachers and the opportunity to gain added income.

Precedents for the Mentorship

The study respondents noted two types of mentors' precedents that had a direct bearing on Waverly's mentor program.

Demonstration Teachers were the most frequently mentioned precursor for mentor teachers. In the 1960's and 1970's, these teachers, chosen by their principals, were part of a district "Cadet Program." Their activities included demonstration lessons and working with other teachers in their own buildings. Though they were expected to influence teachers' practices, they received no extra stipends for their efforts.

The cadet program influenced the Director of Staff Development's approach to the mentor program. She reported that mentor teachers were urged to provide demonstration lessons for other teachers in the district. The association president also approved of demonstration lessons. While reminiscing about demonstration teachers, she said, "When they stopped having new teachers, they stopped a lot of things. It's a shame. Older teachers also like to get a new idea once in a while."

Resource Teachers were also mentioned as a precedent for mentor teachers. Two kinds of resource teachers were described --"on-site" resource teachers and "district" resource teachers.

Those who worked on-site were selected by principals; their responsibilities varied depending on the assessed needs of each

school. Some mentors were released one, two or three periods to work on curriculum development or with teachers. Others were released full-time to assist the principal.

District resource teachers were teachers who took a two or three year leave from their classrooms to work on specific district projects. They were chosen by those responsible for each project. Many of these teachers worked on curriculum tasks, such as providing demonstration lessons, conducting workshops, and assisting teachers with their implementation of a particular curriculum.

All resource teachers were given a stipend of $200 for their added responsibilities. They were not allowed to apply for the mentor program (see Negotiations section below).

DISTRICT ADOPTION

The legislation specified that a district's decision to participate in the mentor program was not open to negotiation with the teachers' association. Many other issues, however, were discussed. Respondents were asked about the way in which their districts decided to participate, the topics and tenor of negotiations between the district and teachers, the process of defining mentor roles, and the mentor selection procedures.

Decision to Participate

When the School Board decided "with reservations" to participate in the mentor program in December, 1983, district officials asked the Director of Staff Development to create an advisory committee of teachers and administrators. Its charge was to establish goals and implementation procedures for the program. District officials selected members of the committee after the teachers' association refused to participate. The committee met for two months and considered possibilities for the program. The Director of Staff Development brought relevant research and prospective models to the group for discussion. A recommended implementation process was then sent to the district and teachers' association negotiators.

Negotiations

Negotiations for the mentor program were difficult. Since all parts of the program were negotiable, the association president declared that the allotted three months to plan and bargain a "quality program" was inadequate. Negotiations broke down before a settlement on all issues was reached.

The bargaining team, however, did resolve several issues: who was eligible to apply, how many additional hours mentors would work, and the duration of a mentor's term. District resource teachers were not eligible, even if they met the state's regulation of teaching students 60% of the time. Mentors had to work 120 extra hours, 60 hours during the summer and 30 hours each semester. (These hours included district training and workshops for the mentor.) A mentor's term would be limited to one year with an opportunity to reapply.

The Association president said that selection procedures were the main source of contention in the negotiations. The Director of Staff Development, who was on the negotiating team, maintained that the association wanted the district to reduce the working hours on non-classified staff, such as nurses and librarians, in return for the association's approval of the mentor program. When the district declined, negotiations broke down.

Defining the Mentorship

The CMTP statute says that mentors may provide assistance to new and experienced teachers, provide staff development, and develop special curriculum, but that mentors should not evaluate other teachers. With its advisory committee's recommendation, the Waverly district chose to concentrate mentors' efforts on assisting teachers through demonstration lessons, workshops, and individual consultations. Though mentors could pilot test district courses, curriculum development took a lower priority. Individual mentors were asked to plan their work in consultation with principals. District officials felt that their successful experience with demonstration lessons combined with related research on models of teaching warranted their endorsement.

The Waverly district was divided into four geographical areas for the operation of the CMTP. According to the district Guidelines for Mentors and Principals,

> "Mentor teachers are selected to assist the district and assigned according to the four operations areas, not specific sites. Mentors may give service to their sites at the request of the principal according to the hours set aside in their plans...Mentor teachers will have site, area, curriculum, and staff development demands for their time. Mentors will have the option to choose how they will meet their 120-hour time commitment while meeting these demands."

Selection Procedures

Following the recommendations of its advisory committee, the district held an election for the selection committee members. The slate of teachers was developed by the district, because, according to the district official, the association refused to participate until negotiations were completed.

Selection was accomplished in two stages. First, the committee screened applications, which contained two references, the principals' recommendation, and documentation of a classroom observation. The teachers whose papers were ranked highest were interviewed. Final selections were based on the applicants' curriculum or teaching expertise and a balance between elementary and secondary within the four operational areas. No attempt was made to select a mentor from each school; some schools had as many as four mentors, while other schools had none.

The district official reported a positive effect on the mentor program. "The selection process was rigorous; we selected good teachers which insures quality." The association president said that "many applicants who did not get interviewed had hurt feelings; it set up some mistrust in the basic process." She added that many

teachers disapproved of the slate of teachers presented for election to the selection committee.

The district official and association president were asked what part they intended to play in the mentor program in the future. The former said that she would refine the selection procedures according to negotiations, monitor and support the program's implementation, and encourage mentors to plan their own activities. The latter's response focused on selection procedures. She felt that each school should have the opportunity to nominate and select its own mentors. Then mentors would be selected who are "good teachers and relate to others well... [that's] a little more in keeping with the meaning of a 'mentor'."

Program Coordination

It became apparent to the Director of Staff Development, who had been responsible for the planning of the mentor program and selection of mentors, that she would not have enough time to devote to a successful implementation of the mentor program. In July, 1984, the district appointed a full-time Mentor Teacher Program Coordinator who would report to the Director of Staff Development. The coordinator could call on district staff development personnel and could hire outside consultants for workshops. The new coordinator had taught in the district for 13 years and had completed work for an administrative credential.

Coordinator's Implementation Strategies

The program coordinator said he had two main responsibilities: organizing the activities of the mentors and planning staff development workshops. The coordinator spent a large portion of his time arranging demonstration lessons, working with mentors who taught demonstration lessons, publicizing demonstration lessons around the district, providing substitutes for teachers who wanted to attend demonstration lessons, and attending each demonstration lesson given in the district. He also talked with individual mentors, teachers, and principals who requested his help. In his "spare time," he went to talk with mentors who did not give demonstration lessons, to "get to know them better and respond to their questions."

Because of the lack of support from the teachers' association, the coordinator's initial strategy for implementing the mentor program was to take a low profile. The district neither publicly recognized the mentors nor publicized their activities. At the time he was interviewed (February, 1985), the coordinator reflected, "I'm not so sure I should have stayed low key in the first part, but I think prudence-wise, it was tough enough." He noted that "everybody sort of wanted a piece of the mentors. The district initially saw mentors as leaders on-site--spokespersons for curriculum implementation and change." The coordinator and the advisory committee felt that curriculum matters were important, but that "they [mentors] would be most effective in working with teachers." Moreover, both he and the Director of Staff Development believed that "mentors should have their choice about what they should do."

Demonstration lessons. The program coordinator saw mentors as a resource for teachers to gain new ideas and insight into their teaching practices. He was pleased at the advisory committee's endorsement for demonstration lessons, and saw them as a way to "cut down on teachers' isolation." As new curricula were adopted in the district, mentors' demonstration lessons could help teachers implement them. "Teachers get good models from watching experts teach."

The coordinator also viewed the mentor program as a "middle ground for administrators to assist teachers." Mentors were classroom teachers who could provide "full confidential assistance" to teachers. He hoped that it would become easier for teachers to request help.

> "When the program gets more fully used, it won't be any big thing for a teacher to call on a mentor [for assistance] or to go and observe a mentor teach a lesson...It should not be construed as an attack on someone's teaching expertise, but rather, as a way to gather new ideas."

The program was slow to get off the ground, the coordinator said, but by December, "a shift had occurred." Demonstration lessons were better attended, principals were beginning to call on mentors, and mentors' workshops were going well. He began a monthly newsletter to all faculty and staff, publicizing mentors' activities around the district and providing information about future activities.

Work with Principals

Other than sending principals a set of guidelines about the mentor program and suggesting uses of mentors' services, the coordinator said that he had not concentrated on developing relations with principals. "This is an area that I need to work on; it's just something I haven't gotten to. I have only had a chance to meet individually with a few principals." His strategy for the spring semester, 1985, was to focus on making principals more aware of what mentors could do for them. He began by writing an article for the administrators' newspaper; it described a variety of activities that mentors had already accomplished and highlighted some upcoming events.

The principals who were interviewed did not appear to be bothered by any inattention to their needs. Most reported that they had received the guidelines and had begun to use mentors in a variety of ways. These included providing demonstration lessons and workshops, assisting teachers who needed support, consulting with teachers on curriculum, and preparing materials for teachers. Most principals also said that they had "complete discretion" to use mentors as they wished, but that they were limited by the mentors' time. Mentors had district requirements to satisfy (e.g., training workshops) and their own plans to implement. A few principals reported that they were careful not to "monopolize" their mentors' time for on-site activities.

The principals were asked to describe the advantages and disadvantages of the mentor program from their perspectives. Table 3 summarizes their reports. Generally, the principals felt that the advantages outweighed the disadvantages. They approved the status and recognition that mentorships gave to mentor teachers, the kinds of activities that mentors could provide for teachers,

Table 3

22 PRINCIPALS DESCRIBE ADVANTAGES AND DISADVANTAGES
OF THE MENTOR PROGRAM
["(n)" = two or more principals gave the same description]

ADVANTAGES	DISADVANTAGES
Recognition/Higher Status for Mentors	
Mentors are recognized by the district and have higher status than their peers. (5)	Quite often teachers feel that the mentors do not know more than they do.
Recognizing and compensating outstanding teachers. (2)	Fear of the mentor program: "What teacher's going to come in here and tell me how to run my program when I've been doing this same thing for years?"
Identifying role models for teachers. (2)	There is some professional jealousy of mentors by teachers, especially among those who were not chosen. (3)
Gives other teachers something to strive for. (2)	Teachers' feeling were hurt last spring because of the new and hurried establishment of the mentor program. It was not well thought out.
Provides opportunity for professional growth for mentor teacher. (2)	It is frustrating to the principal to have no control over that factor [selection] because of the hurt it creates in fine professionals.
"I feel sort of ambivalent about it. People here who are mentors are strong and would probably do what they do anyway. Most of the other teachers are not using the mentors' services as planned and hoped (e.g., No one came to a mentor's demonstration lesson)."	
Mentors' Activities	
Mentors can serve as role models for teachers. Mentors are willing to assist other teachers and can provide demonstration lessons. (4)	When mentors are away from their classrooms, they have more work in preparing lessons and follow up for their students.
Mentors work with teachers who need their help: new teachers, teacher with new assignments, and teachers who have some difficulty. (3)	Mentors' work loads are much heavier due to the district's requirements.
Mentors provide good workshops.	There are not mentors in areas such as the Sheltered English Program. (2)
Mentors can serve as role models for other teachers. (3)	Mentors do not meet the needs of teachers with average or disadvantaged students. Mentors selected are distinguished by their work with advanced classes.
"One of the things we have lost in the last 10 or 15 years is our inservice-type programs for teachers, and I think this is a great step back in saying, 'Let's let teachers help teachers.'"	Much duplicating of materials without additional money to pay for it.
Improves the instructional program.	
Promoting better education for the students, "which is what we are all about."	

Table 3 (cont.)

22 PRINCIPALS DESCRIBE ADVANTAGES AND DISADVANTAGES
OF THE MENTOR PROGRAM

ADVANTAGES	DISADVANTAGES
Tradeoffs: Mentors' Work On-Site vs. Mentors' Work for the District	
It makes a lot of difference because we see immediate benefits on our site when we use these people, whereas when they work on other sites, the district derives the benefits. Most principals are selfish, because they want all their resources available to people on their site when they need it.	Not much advantage on this campus. The staff is mature and competent. The need for mentors to work with young teachers isn't here. "If anything, it will work against me, very frankly, as the district makes use of them.
Teachers are more likely to use mentors on site. (6)	Mentors are off site more than in the past.
Staff knows the individual and can either accept or reject him for that.	It can be a problem to have mentors on site that are so close to the staff.
The mentor was handy, so teachers requested assistance.	In another school there would be less likelihood of the staff having a preconceived notion of the person.
I use my mentors often; wouldn't use others as readily. (4)	"The district has the opportunity to utilize the talents of the mentor in my building."
"I was anxious to have as many of our people who were qualified identified as possible and selected. That's a resource any principal would be happy to have, I would think."	Mentors are away from the school site. There needs to be an appropriate balance for needed release time and classroom obligations.
It provides an opportunity for our staff to get up-to-date information. (2)	From a district point of view, it makes the stronger teachers available to new or weaker teachers. As older teachers here retire, it will eventually benefit this site.
Having someone on campus to assist with new and inexperienced teachers--in a completely volunteer way.	The mentor is often gone from the classroom. You lose something when a substitute comes in. The mentor's classroom program has slowed down slightly.
Offers opportunity for school site to use mentor's expertise to provide professional growth to staff. Mentor program provides a professional basis for using school's resources.	Substitutes must be hired while mentors participate in district training or assist teachers in other schools. (3)
The role gives acceptance and status that legitimizes the mentor's use on the school site.	You never knew when you were going to have substitutes or not. Some teachers involved in inservice activities might have to come back.
All schools should have at least one mentor.	Mentors are locked into a grade level and geographic location.

Table 3 (cont.)

22 PRINCIPALS DESCRIBE ADVANTAGES AND DISADVANTAGES
OF THE MENTOR PROGRAM

ADVANTAGES	DISADVANTAGES
Support for Principals	
It really helps the principal in that I no longer have to be the main person to inservice the new teacher.	It takes time for principals to help mentors.
Mentors serve as a model and support system for my thinking at staff meetings.	
You can refer teachers who are having difficulty to a teacher in the building. "The fact that they are mentors, I think, has made it more appropriate for teachers to go to them for help."	
Mentors on site are like "having an extra right arm in many ways." Those closest to instruction are classroom teachers; they are the real experts."	
Mentors on site have allowed the principal to try out clinical teaching/supervision on them. "That has helped me personally."	
They help me stay abreast of new teaching techniques and innovations.	
[Mentors] give teachers a break from listening to administrators in staff meetings. "Whenever I find something that mentors can present, I always slot them on the program. It gives them some status plus it gives people someone else to listen to."	

the availability of mentor's expertise on-site, and the support that mentors could offer principals. Each of these advantages had related disadvantages, however. The increased status of mentors sometimes produced jealousy, hurt feelings, and concern in some other teachers. Mentor teachers could be overburdened with their increased responsibilities. The school sometimes bore the cost of duplicating their materials. Finally, on-site mentors caused increased absences from the school site, problems with substitutes and staff relations, and time lost by helping mentors.

Training for Mentors

The mentor program coordinator said that "mentors were chosen because of their expertise as classroom teachers, not because of their reputations working with adults." He spent considerable time organizing training and workshops for mentors.

The first, in August, 1984, was a 3-day "kick-off workshop" for all mentors. Topics included logistics and requirements for the mentorship, curriculum priorities for the district, and several presentations on adult learning. Much of the discussion focused on what mentors would do in their new role. The coordinator acknowledged that the mentors were unclear about their new task and looked to him for leadership. In response, he presented the general guidelines in the legislation. He said that mentors were to make their own action plans, but he hoped that many would provide demonstration lessons.

Other training sessions were offered to small groups of mentors throughout the year. Topics included "Effective Schools," "Critical Thinking," "Clinical Teaching," "Conferencing Skills" and "Coaching." During the first semester, mentors were released during the day to attend these workshops. However, the mentors were reluctant to leave their classrooms, and the coordinator had difficulty obtaining adequate substitutes. So he planned large group training sessions on Saturdays during the second semester. These, he reported, were greeted with more enthusiasm.

The teachers' association president, however, said that many teachers opposed the mentor program and the district had made it a "bureaucratic nightmare."

> "They take the best teachers in the district and train them all in clinical teaching so that they can teach teachers clinical teaching. They are run through many hours of training on how to teach, and yet they have been selected because they know beautifully well how to teach. This is part of the bureaucratic nightmare."

The coordinator also conducted three "information-sharing meetings" with mentors after school in each geographical region. The purpose of these one and a half hour meetings was to provide up-to-date information about the program and deal with mentors' concerns.

The coordinator's contact with individual mentors varied. He said that his primary contact with mentors was by telephone--"People knew that I would be at the telephone every day between 2:30 and 3:30 P.M." But he also saw mentors teach demonstration lessons and talked personally with others "just to get to know them better" and deal with their questions.

MENTORS' VIEWS

Mentors' Activities

Tables 4a and 4b show the major activities which 24 mentors in Waverly reported for Autumn and Winter of the 1985/1986 school year. Workshops and demonstration lessons were prominent in these reports. All mentors reported that they had worked in some way with individual teachers. Several mentors also were involved in projects, particularly training to be on a district "Integration Monitoring Team" and an initiative to establish a teacher center at an elementary school.

The column on the extreme right of Tables 4a and 4b entitled, "Examples of Recent Release Time" provides important information for understanding how the mentor program operated in Waverly. Each mentor was responsible for 30 hours of "mentor work" each semester. Tables 4a and 4b show that almost every example of release time given by the mentors was used to attend a mentor training session, or lead a workshop or demonstration lesson. When mentors in Waverly helped individual teachers, they generally did it during lunch, their preparation time, or after school. Only three of the 24 mentors said that they had used release time to observe another teacher's classroom as part of assisting that teacher. One mentor reported that he had given some of his release time to a teacher so that she could observe him teach.

Mentors' Meetings

The mentors reported that they met with other mentors a little less than once a month at regularly scheduled meetings in each area of the district. During the first semester these meetings usually included a guest speaker and had a designated purpose. One mentor's comments summarized the feelings of several mentors toward these meetings: "They've ranged from exceptional to absolutely ridiculous," depending upon who the speaker was. A few mentors mentioned that they looked forward to having fewer large group meetings, which they saw as training sessions, during the second semester of the school year. They wanted to have an opportunity "to do" more in their allotted time as mentor teachers. Several mentors commented that they particularly liked the opportunity the meetings provided for mentors to talk with one another, "They're like gab sessions at breaks."

Several smaller groups of mentors also met regularly. These included mentors teaching primary grades, mentors specializing in bilingual education, mentors teaching science, and mentors teaching social studies. Many mentors said that they felt these meetings had been the most useful to them.

Table 4a

ELEMENTARY MENTORS' ACTIVITIES[1]

Mentor	Topic	Workshop	Demonstration Lessons	Work with Individual Teachers	Projects	Examples of Recent Release Time
2	Reading Language Arts	1 (20)	1	-Helps teachers offsite working at same grade level implement new reading program		-Did demonstration lesson on new reading program
3	Bilingual	1		-District "open demonstration teacher"; Conducts special lessons for teachers	Meets with District Coordinator of Bilingual Program regularly	-Mentor workshop on conferencing
4	District Public Relations	2		-Observes buddy during preparation period. They talk after school. Teachers have observed her teach.	Did district workshop for parents	-Hasn't used any
6	Bilingual			-Helps bilingual teachers throughout area -Gave needs assessment to teachers onsite -Helps teachers with curriculum needs	Works with district Second Language Team Integration Monitoring Team	-Training for Integration Monitoring Team -Mentor training on conferencing
10	Classroom Management Reading	1	1	-Has worked with two teachers -Worked with one teacher as go between in relationship with students	Integration Monitoring Team	-Training for Integration Monitor Team
11	(Mentor out ill)	1	1 (6)[2]	-Has buddy offsite who observed mentor teach one day	Integration Monitoring Team	-Training for Integration Monitor Team

[1]Mentors were interviewed between 1/17/85 and 3/28/85.

[2]In parenthesis are the number of people who attended the lesson.

Table 4a (cont.)

ELEMENTARY MENTORS' ACTIVITIES[1]

Mentor	Topic	Workshop	Demonstration Lessons	Work with Individual Teachers	Projects	Examples of Recent Release Time
16	Clinical Teaching	1	2 (5)	-He wanted "more business" so he went to another school for two days and helped ten teachers.		-Hasn't used any. Used vacation time (on 12 mo. work year) to visit another school
18	English/Oral Language		2 (5)	-Took one teacher "under my wing."	Integration Monitoring Team	-Plans to take three days for Integration Monitoring Team
19	Science Clinical Teaching	2	2 (5)	-Counseled experienced teachers on management techniques and followed up -Worked with new teacher on site	Worked on grant at request of principal spearheaded new science program	-Trained faculty from another school on clinical teaching for entire day
21	Achievement: reading	2	1 (8)	-Helps teachers on and offsite at grade level to implement new reading program -Had no success in working with "buddy"	Teacher Center Steering Committee	-Meeting of Steering Committee for Teacher Center
23	Assisting new teachers	2		-Helps five new teachers regularly (offsite) -Helps two new teachers continually (onsite)	Teacher Center Steering Committee	-Prepared curriculum packets for teachers
24	Reading, Math, using V.C.R.	1	2 (1,7)	-Worked as coach on discipline and organization skills with a new teacher.		-Gave teacher his release time so she could observe him. Mentor also observed him teach, and took notes.

[1]Mentors were interviewed between 1/17/85 and 3/28/85.

[2]In parenthesis are the number of people who attended the lesson.

Table 4b

JUNIOR AND SENIOR HIGH SCHOOL MENTOR ACTIVITIES[1]

Mentor	Topic	Workshop	Demonstration Lessons	Work with Individual Teachers	Projects	Examples of Recent Release Time
1	Learning Handicapped		1	-Met with new Ts who have learning handicapped students	Serves on committees to articula learning handicapped	-Mentor training on use of conference skills with teachers
8	Computer Science			-Shares materials on computer science	Arranges all computer science activities for entire district	-Mentor training on conferencing-release time ceased due to lack of substitutes
13	Math Computer Science			-Helps with "cross-over" teachers		-Mentor training on conferencing, group planning with Coordinator in afternoon
14	Effective Teaching Strategies English	3		-Gave workshop with another mentor for new and probationary teachers on Effective Teaching Strategies -Consulted with teachers on curriculum	Implemented writing assistance program	-Not needed yet
20	Industrial Arts Math	1		-District "demonstration teacher" for teachers across district -Has a buddy at another school -Helps new and young teachers	Coordinates Industrial Arts with Math, and Science departments	-Part of writing project in summer outside district
5	English Social Studies	2		-"Coached" teacher: observed him all day, especially helped with discipline -Conferences with teachers individually		-Mentor training on how to conference, mentor discussion in afternoon

[1]Mentors were interviewed between 1/17/85 and 3/28/85.

[2]In parenthesis are the number of people who attended the lesson.

Table 4b (cont.)

JUNIOR AND SENIOR HIGH SCHOOL MENTOR ACTIVITIES[1]

Mentor	Topic	Workshop	Demonstration Lessons	Work with Individual Teachers	Projects	Examples of Recent Release Time
9	Auto Mechanics			-Helps counteract teacher burnout with one teacher at another school -Helps new teachers with management -Helps one teacher with curriculum		-Spent 2-1/2 hours in classroom of teacher at another school; -Met with administrator at that school to discuss progress with teacher; -Teacher visited mentor's classroom
12	Science	3 (with another mentor)	1 (5)[2]	-Works with new teacher at Junior High who was his student teacher -Works with new teachers at local college	Curriculum development	-Inservice workshop at county office
15	Higher Order Thinking Skills History English	4		"At least half of teachers I have worked with are new." -Worked with buddy 1 1/2 days -Observed two mentors teach for personal growth		-Attended a bilingual class at another high school where observed two mentors teach for personal growth
17	Clinical Teaching			"I plan to work with teachers the second semester."		-Mentor workshop on conferencing
22	English Humanities			-Passes out information -Helps new teachers with lesson plans. All five have come to her at principal's recommendation.	Curriculum development	-None
23	Sciences	1		-Helped a teacher with Advanced Placement training curriculum		-None

[1]Mentors were interviewed between 1/17/85 and 3/28/85.

[2]In parenthesis are the number of people who attended the lesson.

Mentors' Relationship with the Mentor Coordinator

Even with a large number of mentors in the district, many of the mentors mentioned that the mentor coordinator was quite accessible to them, particularly by telephone. Some mentors called him as often as two times a week; others had talked to him two or three times in the last six months, usually in connection with arranging a demonstration or workshop. They thought of him first in connection to their large group meetings, which he arranged and led, and second in relation to their demonstrations, which he arranged and attended. They had many kind words to say about the coordinator which provide us with a notion of some of the ways a mentor coordinator can be helpful.

"He helped me deal tactfully with a principal."

"He is an information finder for mentors."

"He calms me."

"He helps me resolve my frustrations."

"He works behind the scenes so our meetings will be productive."

"I would not have volunteered to do a demonstration lesson without his prodding."

"He keeps me punctual by saying, 'Get your plans in, your logs in..."

"He does my copying for me."

"He's been very honest with us. I think because of having been in the ranks of a teacher [recently]."

"He offered to become involved with the staff who were carping and snipping with me."

Mentors' Relationships with Principals

Many of the mentors we spoke with in Waverly School District reported that they did not work closely with their principals. Three of the mentors said they had never spoken with their principals in connection with their being a mentor. The most common situation was that mentors occasionally exchanged information with their principals about what they were doing.

"I keep her apprised of what I'm doing."

"I plan with him so there are no surprises."

"We talk briefly, but there is no real dialogue."

While a few mentors felt that they had received some direction from their principals ("He uses me like a resource teacher," "I am planning an inservice with him"), more mentors expected to proceed independently.

"He had left it up to me and that is fine with me."

"We serve on a committee together...He doesn't give me advice."

"He has not advised me on the mentor program itself, that comes from the mentor coordinator."

A few mentors spoke of ways in which their principal had shown obvious respect for their opinions.

"My opinion is sought and respected."

"We talked about working with a teacher."

"He shares his ideas for staff meetings with me."

"We talked about writing a grant proposal together."

While the principals were generally not directly involved in the mentors' work, mentors mentioned ways in which their principals had been supportive of their new role.

"He presented me to the staff in a positive way."

"We have talked about my role on site."

"He is interested in coming to my demonstration."

"The principal gives me notices about conferences. This facilitates my attendance."

"My principal sent me a warm fuzzy after my workshop."

"He talked to individual [new] teachers about seeking my help."

These comments suggest that, while principals in Waverly were not likely to be actively involved in advising mentors, many did communicate their feelings about mentors' participating in particular types of activities. Several of the preceding quotes demonstrate support and encouragement for mentors. Others convey a more protective stance:

"She monitors me so that I don't get too carried away with mentoring responsibilities over the work needed in the classroom...She wants to be sure she

doesn't end up being the substitute while I am off mentoring."

"She doesn't want me overused."

"She reminds me not to overcommit myself."

These comments suggest that, although principals were not actively involved in directing mentors, they recognized the difficulty of the new role of these teachers and the effect it had on the amount of daily work they were doing.

Mentors' Relationships with Teachers

When asked to describe teachers' response to their new role, most mentors told the same story. In the words of one mentor:

"The ones I've helped have been super-receptive. Some have been envious. Most have been neutral."

Most mentors helped teachers one to one as a consequence of a demonstration lesson, a workshop, or as a result of the "buddy" system. In most cases, this contact with teachers had been well received. A few mentors commented that most of the teachers they had helped were young, and usually new to teaching. One mentor said that it was "easier to have support for workshops done onsite because teachers are much more open to listening to one of their own."

Many mentors felt that most teachers did not really know what they did as mentors. The result was either little communication from teachers about their new role, or responses that showed mixed emotions.

"There is some joking about being a mentor, but it is friendly."

"[The feeling I get is] What did you do to get this?"

"I have no problems personally, but I don't say aloud, 'I am a mentor'."

"I get teased occasionally."

"There are comments and kidding about the money."

"Teachers are leery of where I find the time to do mentor work."

Two mentors said that they had never experienced any negative reaction from the staff at their school. The rest of the mentors agreed that there was a small, but hostile group of teachers that had a negative reaction toward the mentor program. Most mentors

said that criticisms usually related to selection procedures. One mentor mentioned that some teachers felt that younger teachers were not given equal opportunity to become mentors. Many mentors said that the local teachers' association was somewhat negative about the program, and this did not help gain teacher support.

Some teachers appeared to be worried about the effects of the new position on their own status and reputation. One mentor commented that a teacher had said, "What are parents going to think about the rest of us?" Apparently a principal was aware of this reaction and introduced the mentors at a parents meeting by saying that all of his teachers were good enough to be mentors but three had applied, and three were accepted.

A few mentors said they had received little response from teachers at their school. Some saw as their primary responsibility to serve the district in a particular task, such as implementing a new reading program or helping with bilingual education. Others who had taught demonstration lessons and led workshops prior to becoming mentors felt they had received little reaction from teachers because they really weren't doing anything very different from what they had done before.

A few mentors felt their relations with teachers were improving. One mentor said that at first she had received a lot of criticism from the stronger and older teachers, but now there seemed to be more cooperation. Another mentor said that some teachers were coming to her more often to ask questions.

Mentors' Training

Mentors were asked to pick a training session that was particularly helpful to them and to describe exactly what they took away from that session. Table 5 summarizes these comments.

For the most part, mentors connected their training with three activities: 1) Teaching students in the classroom; 2) Training teachers in a workshop or demonstration lesson; and 3) Coaching or assisting an individual teacher.

Most often, mentors connected their most helpful training session with classroom teaching. The mentors were all experienced teachers; their training on subjects which they related to classroom teaching served to restore their confidence in what they were doing (e.g., lesson plans). The elementary mentors in particular cited the session on "Clinical Teaching" as being most valuable to them, "because we got down to the nitty gritty of the process." When the mentors connected their training with classroom teaching, they paid attention to detail. The content of that training often engaged them in reflection.

When mentors connected their training with their performance as workshop or demonstration leaders, their statements relate to planning

and delivery. Providing demonstrations and workshops was emphasized in Waverly; these connections are instrumental. When the mentors talked about training that helped them perform as coach to individual teachers, they spoke more often of personal beliefs that guided them in helping other teachers. Perhaps there are fewer available images of skilled coaching, and the mentors resort to personal beliefs to sustain them.

Some mentors said that the best aspect of their training was the opportunity for skilled, enthusiastic teachers to be together.

> "The best time is the mentor to mentor teacher time. The lesson is that what goes on in the classroom is best understood by those in the classroom."
>
> "The sharing time of mentors provided us with a chance to talk about problems we have had to encounter. The meetings gave me a chance to hear other teachers' situations."
>
> "The mentor to mentor exchange has been the most helpful--gleaning techniques from one another. The large group lectures were the least helpful."
>
> "It has been inspirational to meet other mentors."
>
> "Just talking with other mentors--how they approach life."
>
> "These guys [mentor teachers] are just full of ideas. ...Out of the whole experience, this has been the most valuable."

Table 5

MENTORS RECALL THEIR MOST HELPFUL TRAINING

Topic	Performance as Classroom Teacher	Performance as Trainer	Performance as Coach
DESIGN AND PLANNING	"It made me aware of how language takes place, from a student's perspective. How to set the stage, how to reach each new operation." "Clinical Teaching is useful for lesson organization." "How to design lesson plans. How to tell students what they will be doing before they do it."	"How to design lesson plans. Old, old method, but it works. I use it in my workshops." "The speaker who talked on demonstration lessons. She shared what it is people want to see and how to help them feel comfortable during the lesson."	Dynamic Laws of Success: "The message was, nothing keeps us from succeeding but ourself. We set our own limitations. This helped me set goals with teachers."
DELIVERY AND SKILLS	Clinical Teaching: "Because it dealt directly with how to work in the classroom." "It expanded my understanding of how to use small group learning in content areas such as spelling, what to do with children who don't contribute." "Project Accept helps children in the decision-making process." Equity Grouping: "Content most directed toward students: higher order thinking skills, questioning strategies." "Little techniques that make me a better teacher."	"The leader employed many skills which I observed and noted. She modeled techniques - how she facilitated the meeting and handled the group." The Clinical Teaching Workshop: "I do demonstrations on this."	Clinical Supervision: "We learned the specific steps and appropriate vocabulary--communication skills." "Counseling troubled teachers session provided skill in working with people."

Table 5 (cont.)

MENTORS RECALL THEIR MOST HELPFUL TRAINING

Topic	Performance as Classroom Teacher	Performance as Trainer	Performance as Coach
REFLECTION	Clinical Teaching: "Where we got into small groups with partners and got down to the nitty gritty of the process." Clinical Teaching: "Reminded me of what I was or was not doing in my own teaching. I appreciated the concrete research base."		
PERSONAL BELIEFS	"I don't think any of the training changed me. It reinforced beliefs I had. I felt a lot of it was very general, a lot was old hat." "I realized compassion with the students. A teacher has to be a writer to teach writing." Dynamic Laws of Success: "Nothing keeps us from succeeding except ourself. It helped me show children how to plan for their life." "It's not so much that I'm learning so much new...they reinforce my feelings about teaching...kids are important. Don't do anything that puts them down or makes them feel bad."		"The teacher you are working with has some experience. As a mentor you need to learn terminology and learn to appreciate differences." "I feel I can help any teacher who comes to me with an instruction." (i.e., raise student achievement) "Teachers need to focus on all facets of the curriculum or the program is imbalanced." "To listen more and let the other person try to tell you what the problem is, rather than trying to 'solve' the problem for a person and come in with the attitude that you know it all... If you don't listen, you don't get the full picture."

TEACHERS' VIEWS

Each mentor who was interviewed also was asked to select one teacher with whom the mentor had worked. The mentor asked whether the teacher would grant an interview. If so, the researcher called to make an appointment. In all, 21 teachers were asked how they came to work with mentors, what then happened, and what were the consequences. Considering the selection procedure, it must be assumed that the teachers who were interviewed were more favorably disposed toward mentors than some other teachers with whom the mentors had worked, or had attempted to work, but less successfully.

Twenty-One Stories

The teachers' views can be summarized; that treatment resumes on page 48. At the same time, each teacher's story of work with a mentor is informative in its own right.

It was difficult to tell that Dana was a first year teacher. Her room looked like she had collected things for years. It was filled with interesting pictures and children's work; learning centers were situated in different areas; and signs of a developed management system were present. The classroom was inviting.

Dana admitted that she did not feel like a novice. In fact, the principal frequently brought visitors to her room to show them that "some first year teachers have it all together." When asked, Dana attributed much of her success to the support that mentor teachers had given her.

On the first day of school, Dana received a notice that a mentor from another school had volunteered to be her "buddy"; the mentor encouraged her to call. Without hesitation Dana called the mentor and introduced herself. Through the year Dana had "five or six phone conversations" with the mentor, getting recommendations for books for specific students, interesting workshops to attend, and tips on "how to make the class more exciting." The mentor also came to observe Dana on two occasions.

> "She has given me a lot of positive reinforcement and encouragement. She has helped me to be motivated to keep up high levels of learning."

During the observations, the mentor gave Dana feedback on her "clinical teaching and classroom management techniques." She also introduced Dana to "a lot of materials available to teachers" and gave her some useful units with worksheets. Finally, Dana said that the mentor helped her plan.

"[The mentor] helped me in planning so that there is a purpose for teaching everything we do. That is easy to lose sight of."

Dana said that other mentors on her staff have also been helpful. They were always ready to talk with her, help with problems, share materials, etc. She felt

"...fortunate to be in a district which provided so much support to new teachers. I've been lucky."

After two years of teaching different grade levels as a substitute at her school, Rachel was hired as a permanent teacher in the third grade. She felt lost at first. "I had asked people for help, but there wasn't time." Rachel realized that the two mentors in her building "had an obligation to help," but she hesitated to ask them.

"I felt that my questions might seem obvious. Then I felt that I might as well feel stupid and risk doing it."

In January, Rachel contacted the mentors. She discussed her needs, which initially concerned "some behavior problems" in her classroom and some ideas for teaching language arts and math.

"I was really relieved when we talked about my needs. They were gracious...they took an interest in what I needed. I felt renewed after talking with them."

Rachel and one of the mentors talked "about six times" after school and on minimum days. She immediately used some of the mentor's ideas for handling her five "problem students" (e.g., a "behavior daily card" that was sent home) with some success. "I am now in constant touch with the parents of the particular students."

She was less successful in pursuing the mentor's ideas about language arts and creative writing.

"I wished I could have talked with her more, but I didn't want to take up her time. I felt frustrated. What I needed couldn't be done in a few quick meetings; I needed too much help."

As a new teacher, Julia was interested in getting all the help she could. She did not hesitate to take advantage of a program to see a mentor teacher do a demonstration lesson in a subject of her choice. She signed up to see a language arts lesson taught by her instructional aide's husband. A few days after the demonstration lesson, the

mentor came to Julia's school to "see if anyone was interested in following up the lesson."

> "We could see him at any time that was at our convenience and it was able to be done confidentially. In other words, none of this went through the principal."

After the lesson, the mentor sent Julia a packet of information and arranged to come to her class to observe a lesson; he provided feedback after the lesson. Since his visit, Julia and the mentor have communicated in writing on several occasions. Julia liked the mentor's manner when he talked with her.

> "I did not feel inferior to him...He was credible...He was a good listener...He made me feel like a colleague."

While describing the consequences of her work with the mentor, Julia mentioned professional and personal growth.

> "Professional growth in that I saw someone else in education who has been here for a long time and who is a good teacher...Personally, I made a new friend who I could call on if I needed to in the future."

As a new high school English teacher, Karen felt overwhelmed with three preparations. She went to the English mentor in the building for help at the suggestion of the vice principal. Karen saw the mentor "four or five" times after school, but was disappointed. Despite giving her some hints about teaching the text book (e.g., teach by authors, not individual stories), he admitted that he did not know much about ninth grade English (the mentor teacher taught senior English). Karen said that the mentor was helpful with specific subject matter but "he was not helpful in ways to teach it. He never gave me anything."

In frustration, Karen sought the assistance of some other teachers who gave her some ideas about time-saving devices. One science teacher taught her how to computerize grades. Another teacher gave her tips on how to complete her work. The principal also enabled her to observe other teachers.

> "I found out that I wasn't doing much different from other teachers. That helped me relax and I did better."

Finally, the administration reduced her preparations from three to two--a more manageable workload.

Rachel, Linda and Robin were new teachers who had worked with mentors previously, as student teachers or as instructional aides.

They continued regular contact with these mentors during their first year of teaching and attributed much of their success to the mentors' help. Rachel went to a workshop on Learning Centers given by her cooperating teacher (her mentor). After extensive help from the mentor, she "made 350 centers" in her classroom. Rachel received positive feedback from the principal and other teachers, and encouraged others to use learning centers in their classrooms.

Linda had monthly dinners with her mentor teacher (cooperating teacher) and numerous other phone contacts during the first year. She reported that the result of these contacts was an increased sense of efficacy and increased knowledge of the "political goings-on in the district."

Robin had been an instructional aide in her mentor's classroom. When she was hired as a regular teacher, she immediately called the mentor for assistance. "I wanted to learn as much as possible... I thought I might as well go to the best." Robin's mentor spent three hours in her classroom after school, arranging the classroom and giving advice on teaching procedures. The mentor also helped Robin understand why he taught as he did. As Robin said:

> "As an aide I didn't always understand the logic behind what the mentor did. After I started teaching, I began to understand <u>why</u> things were done in a certain way."

All of these new teachers regarded their mentors as friends, and respected their knowledge and expertise. They looked forward to continued contact with their mentors as colleagues.

After 23 years of teaching physical education, Sam received word from the central office in October that he was assigned to teach math. When he needed help he was to go to the mentor teacher in the building. Sam took his last math class in 1954. After receiving the assignment notice, Sam filled out a form to attend district math workshops. But he was neither informed about the specific date of the workshops nor offered released time to attend the workshops.

Sam felt he needed help in the math content and presentation of the concepts; discipline was not a problem because of his experience in P.E. classes. He also saw "real transfer" from presenting material in P.E. to math. "You teach concepts, drill, and then practice." Since he had known and respected the mentor teacher in the building "for 20 years," Sam was aggressive in seeking his help.

> "My obligation was to go to him. He is one of the best in the area. Plus, his offering to help! When you get that, you don't feel as if you're wasting his time."

Sam saw the mentor teacher "at least 15 or 20 times throughout the year--during a prep period, before school or after school."

In October, 1985, Sam observed the mentor's class. They proposed lesson plans together, and "even changed the textbook." Much of their time together was spent on Sam's relearning math. When the mentor was not available, Sam sought the help of the chairman of the math department and of his son, who was a math tutor.

When asked if there were consequences from his work with the mentor, Sam said, "Yes, definitely. When you don't know anything, you've got to say there have been some changes."

Charlotte was concerned about her new teaching assignment. Though she has taught for 12 years, 8 years at the same school, she would be teaching third grade for the first time.

During the summer, Charlotte met a mentor teacher, who also taught third grade, at a "make-and-take" workshop at a local university. When she discovered that Charlotte was going to be teaching third grade for the first time, the mentor offered to get together to share ideas about teaching strategies. Charlotte was delighted. "I recognized right away that the mentor had a great deal of enthusiasm and was always searching for new and exciting ideas."

Charlotte and the mentor met "several times during the summer" and had "monthly contact" in the mentor's classroom outside school hours. Among the things they discussed were classroom management skills like

> "...journal writing in the morning when students come into the classroom, which also becomes their creative writing...having students do things themselves rather than by myself, and giving those persons important titles."

Charlotte said that there were many consequences from her recent relationship with the mentor. "She made my first year as a third grade teacher feel very good." As an example, she provided many ideas for teaching the Houghton-Mifflin reading program

> "which made me feel successful...I was so enthusiastic about the ideas and use them to the point that many other teachers in the school are also using them in their classrooms."

Charlotte also used the mentor's suggestion to take some classes in theater, science, and the district's program of gifted certification. She completed the program for the gifted, and was delighted when the district offered her a third and fourth grade class of gifted students. Charlotte was also enrolled in the theater and science classes that "should lead me to having a better quality program next year with my students."

In describing the mentor teacher, Charlotte said:

> "[The mentor] is generous with her time, her ideas, and her strategies. I copy everything she does... She is a good listener. She wants my ideas too. She makes me feel valuable."

After her assignment to a new grade level, Patricia sought help from the mentor who taught the same grade level and whose classroom was in the same part of the school. There was another mentor in the building, but her classroom was on the other side of the school; Patricia felt that the distance made it inconvenient to maintain contact.

Patricia felt very comfortable about asking the mentor for assistance. They had come to the school at the same time 10 years ago (when Patricia was a substitute), and the mentor had "offered her services to help me. She was always available. I never feel shunned by her."

In March, Patricia went to the mentor's classroom for two hours to observe her teaching reading, language arts, and math. They also worked together often on breaks. "We listen to each other. We exchange materials. We talk just about every day."

Patricia felt that the mentor had influenced her in many ways, but particularly with her reading program, discipline, and classroom organization. In a word, the mentor "simplified things." She added, however, that the mentor program gave her the courage to ask the mentor teacher for help.

> "I would never have asked [the mentor] if she wasn't paid and committed to being a mentor teacher. She was always willing, but I hated to impose on her before this year and the mentor teacher program...I feel lucky."

Ellen had been happy teaching at the Walter French school for the past six years. Without warning, she was reassigned to another school in October. Ellen's new class had had a series of substitutes before her arrival, and they were tough to manage.

In retrospect, Ellen said that her transition to the new school was eased by the mentor teacher who taught in a nearby classroom and had joined the staff shortly before Ellen arrived. The mentor introduced herself on the way to lunch.

> "I took to her as a friend... She helped me with getting acquainted at this school... We eat lunch together, but again as friends [not as mentor to teacher]. We have

stayed in close touch all year...She made me feel comfortable at this school.. She's my friend, and that has meant everything."

Ellen went to two workshops given by the mentor, one on poetry and the other on clinical teaching. She also received some language arts materials that she used with her students. Ellen repeated, however, that her relationship with the mentor was as peers, not as mentor to teacher. The mentor made herself available not only to Ellen, but also to the rest of the staff as well. The mentor's teaching assignment was going to be changed to third grade, Ellen's grade level, and the mentor had indicated that she might come to Ellen for help.

When encouraged to digress from the interview questions, Ellen wondered why the mentor program was necessary. She said that professionals should assist one another and "we should not need a mentor program."

"We should be able to go to one another as teachers... I am not a mentor, yet I provided help for a long-term substitute who needed help in classroom discipline..."

Ellen also wondered about what mentors were supposed to do. She opposed the idea that mentors should teach teachers how to do their job.

"If we can't teach, we shouldn't be teaching. In the business world a person wouldn't last if they couldn't do their job. Why in teaching?... Sharing is important, but not teaching someone how to teach."

Sue also was assigned to a different elementary school in October. When she arrived at her new school, she found a bare classroom, devoid of such necessary supplies as audio-visual equipment, film strip projector, overhead projector, record player, etc.

"When I went on my own to the principal, he told me that there was no money for these items. My thought was that they could find some things around the school. There wasn't necessarily a need to go out and spend money for the items I requested...I felt bounced around like a tennis ball."

A mentor teacher approached Sue soon after she arrived and asked how she could help. The mentor made a list of Sue's needs, told her where to get the things on the list, and continued to check back until the items were obtained. The mentor also acted as a mediator between Sue and the principal (new to the school from a secondary assignment) "that got the ball rolling for me." Finally, the mentor offered to

share her materials. Sue felt that the mentor was responsible for her success during those first few weeks.

> "She took me over as a new employee and oriented me to the workings of the school, to duties, and to the neighborhood environment... No one else approached me to assist with any of the needs I had."

The mentor continued to help Sue during the year. She taught her how to find resources, how to make requests with the secretaries, and arranged for Sue to get released time to observe her do a spelling lesson. Sue said that she picked up several useful ideas from the visit that she currently used with her students. Above all, however, she found a teacher that cared about her success as a teacher.

> "She really cared. Her empathy was even more helpful than her experience...She wanted to expand her job to help others in their profession."

Sue also approached another mentor in the school for help in classroom organization. But she was turned off.

> "This teacher had no ideas. She just said that she had the same problems. She didn't encourage me nor invited me to pursue it further."

Sue said that this mentor appeared to be busy helping teachers at other schools and may not have wanted to help teachers at her own school. Sue felt, however, that all mentors had an obligation to work at their own school. She indicated that the mentor did a demonstration lesson for the faculty, but "she has not acted as an informal resource to the staff."

Mary transfered to a new school in January. When a mentor approached her on the first day to ask if she needed any assistance, Mary was suspicious of the unusual overture.

> "But before I could voice my concern, she said that she would not evaluate, but was here to help. That was really freeing. I felt I could really talk to her."

That mentors were not sent to evaluate was reinforced by the principal at a faculty meeting. He introduced a mentor as "a person who could share ideas and help in a non-threatening way."

Mary said that the mentor had been very helpful during her first few weeks at school. She came in to observe at Mary's request and "set the record straight with the class... she really laid down the law." She also suggested that Mary request a transfer for some of the most difficult students. "That has been a tremendous help. I didn't know I could do it."

Mary could not think of any consequences in her teaching as a result of her relationship with the mentor. She had tried to model the mentor's discipline techniques, but she was not successful.

> "At first, I struggled with trying to be like [the mentor]. After a month, I realized that I wasn't like her. I am more easy-going and I accept my own teaching methods--which was in itself helpful to discover."

Despite their apparent "business-like" relationship (rather than a personal one), Mary said that the mentor's assistance was valuable.

> "I feel more at ease at this school. I think it's important to know that there's someone I could go to who knows the ropes."

Like Mary, Rich was transferred to a new school in January. Unlike the schools where he had taught, the new school followed a mastery learning model that involved "lots of pre and post testing". The principal suggested that Rich contact two mentor teachers in the building, one in English and the other in Spanish, to help him set up his program.

Despite offers of assistance by the mentors from the beginning, Rich wanted to use his own resources to establish routines in the classroom. He found himself staying late at school every day and coming in on Saturdays, just to plan his program and finish the paper work. After a couple of months, however, he became depressed and realized that he needed help.

> "I needed someone to talk to. He [the mentor] had been asking if he could help me all along. I went to talk with him about my difficulties with my class. He understood it all."

They talked about Rich's attitude toward pressure and how he was handling it. Rich admitted that he was tense all the time and dealt with it by working long hours. The mentor helped Rich relax by emphasizing how difficult it was to come into a new school and new grade level in the middle of the year. He suggested that Rich concentrate on getting a few subjects organized first, and "let the others slide until he got a grip on the primary subjects."

Rich asked the mentor to come to his classroom to observe, which he did for two hours. After the visit the mentor gave Rich "a lot of constructive criticism and strokes." They planned to get together every few weeks. It never happened.

Rich said that the most important consequence of his interaction with the mentor was

"...a release of tension...seeing that what I was going through was normal...I readjusted my goals...didn't stay at school so late or come in on Saturday. I just tried to relax."

He reported no effect on his teaching.

Laura has taught high school English for 35 years. Despite the availability of consultants through the district office, Laura has never called one; she preferred to rely on her own resources. This year marked a change. A new superintendent was hired whose mission was to improve classroom teaching. Moreover, principals and vice principals were called on to evaluate teachers more frequently and to assist them in implementing clinical teaching.

One day Laura was asked by the principal if she were interested in taking a course in Clinical Teaching. Shortly after she refused, she received an official letter from the district office saying that she was to observe a mentor's class for a day. Arrangements had already been made for a substitute. "There was nothing casual about it at all."

Laura said that she "dreaded" the visit. Besides the extra work of setting up a substitute for a particularly "difficult class," she had a strong aversion to going into another teacher's class.

"I have a strong feeling about not dropping in and taking notes. It makes you seem like a spy, even if you're writing down nice things that are going on."

On the day of the visit, Laura initially saw herself as a "nuisance." She went out of her way to assure the mentor that she would not "be an albatross and hang around all day." To her "surprise and relief" the mentor was prepared for her visit and seemed pleased that someone would be his guest. He treated her as a peer, not as someone who needed assistance; Laura was grateful for that.

"He recognized that I had as much experience as he had. He did not seem to feel obligated to point out how things ought to be done, but rather how things worked for him in his classes and school. I was very appreciative of that."

Laura said that she enjoyed her visit. She described the mentor as "calm and collected, demanding in a manly, quiet way." She was particularly impressed with the "simplicity of his presentations," and wondered if she confused her students by "giving them so much."

"In my classes I am always trying to do more than is described to do. It seems so important for the students, but it may be more on a college level."

While reflecting about the consequences on her visit, Laura said that it gave her assurance; "whatever my lacks are, they aren't in ideas about presenting material." She referred to the classroom visit as a "present" because she had never visited another class before, and said that she would like an opportunity to visit an advanced class.

"It wasn't like I came back and did the same things the mentor did; but rather, I had new-found assurance."

Laura reported her perceptions of the visit to the vice principal on the following day. According to Laura, that was the end of the matter.

George was the only teacher who taught a particular vocational arts course at his high school. After 25 years of teaching, 15 in the same subject area, he was getting burned out. He felt isolated at school and was frustrated with the lack of support by the administration for what he was trying to do with his students. He also realized that his classes were not going so well, and traced his problems to the deaths of his parents in the past six years.

Thus George was not surprised when the new vice principal approached him and said that he had been asked to assist George. The VP admitted that he did not know anything about George's content area and he suggested that George contact a mentor from another school who taught the same subject. When asked if he were hesitant about requesting assistance, George said that he was not.

On the following day George went to the mentor's school. Without any specified agenda to talk from, the two men realized that they had many things in common. "We both like kids and teaching, and we both like [the content area]." They also discovered that they had mutual problems. They planned to meet often. George spent a full day in the mentor's room; the mentor reciprocated with a full day in George's room. These visits were followed up with bi-monthly contacts after school throughout the rest of the year.

George felt that there were many consequences from his contact with the mentor teacher. First, the mentor teacher told George's vice principal that what George was doing was correct, "but it was a two-way street. He needed the support from the administration." The vice principal responded, "Since he's doing his best, I'll also try harder." One result of that interaction was that George had his shop painted.

Second, the mentor teacher influenced George's approach to teaching. He was trying to deal more effectively with the diversity of his students.

Finally, George said that he found a friend. He did not feel quite so isolated anymore.

At the end of the interview, George asked why it had taken so long to develop the mentor program.

"We should have somebody we can go to and say, 'Can I as a teacher get some help?'"

Unlike some teachers at her junior high school who dropped out, Dorothy stuck with the computer course that the mentor in her building offered. The weekly two hour class lasted for two months. Dorothy had a computer in her art class. She was already experimenting with various software programs with students who finished their assignments.

Dorothy felt that the mentor's class was excellent. "He teaches us the way he teaches his students. We fill out worksheets and then use the computers." Dorothy also mentioned that the mentor came to her classroom "three or four times informally" to discuss computer uses with her students. "I tell him how much I like his class."

Trudy had taught next to the mentor at her school since she came three years ago. Despite his reputation as a fine teacher who "really cared about students," she had never dealt much with him because they taught different subject areas. The situation changed when Trudy was given her first advanced placement class in English. She asked the mentor to review a test she had constructed. He helped her to "structure the test in a more difficult manner" and showed her how far to "push" advanced placement students. The initial conversation began more extensive interactions about concerns for particular students. "I really value that [concerns for students] in a teacher and I wish more teachers would take the time to help students. There would be less suicides among teens."

Despite teaching for twenty-two years, Elsie was always on the look-out for "personal enrichment." "There are lots of ways to do things, and we all need rejuvenation." This year Elsie attended several workshops on clinical teaching, poetry, and a Readers' Theatre, given by a mentor in the district. The mentor used Elsie's class to give a demonstration lesson for any faculty and students who were interested. Elsie said that she had extended the mentor's activities in the Reader's Theatre in her classroom and had used several

of the mentor's ideas on teaching poetry. Elsie found the mentor "likeable," "organized," "well prepared," and willing to "share her materials."

This was Ginny's worst year since she began teaching 10 years ago. Children from another part of the district came to her school and were "discipline problems." Ginny complained to her principal and requested help from a mentor. (There were no mentors in Ginny's building.) Six months later the principal gave Ginny a mentor's phone number. When Ginny called the mentor, the mentor asked Ginny to make a list of her problems and send them ahead; most of the problems related to "classroom control." The principal arranged for Ginny to visit the mentor's classroom.

Ginny went to the mentor's classroom one month after the original phone call. She was impressed with some "attention getters" such as "rhythmic clapping" and with the mentor's use of classroom meetings to solve problems. She planned to use both techniques in her own classroom. She also noticed that the mentor "starts out calm, but gets very tense as the day goes on" and the class gets noisier. Ginny was relieved to see that the students in the mentor's class were often as noisy as her own. At the end of the day, she left thinking that noise may be an integral part of classes like her's and the mentor's. "I felt much better about myself as a teacher... It was not possible to do all that the principal wanted of me."

After the visit Ginny and the mentor sent periodic notes to each other. She immediately used some of the mentor's management techniques and found they were very effective. Ginny thought it would be nice if the teachers could have a list of all the mentors in the district. "Teachers could then call the mentor teacher without principals knowing about the contact."

Teachers' Work with Mentors

This sample of teachers includes experienced teachers, new teachers, and experienced teachers who taught in a new grade level, school, or content area (see Table 6). More of the teachers taught at elementary schools (two thirds) than at secondary schools (one third). More than half of the teachers knew their mentors before they were selected as mentors. Three of the teachers had been either student teachers or aides in their mentors' classrooms.

In the interviews with teachers, there appeared to be four main situations in which teachers worked with mentors: at a workshop, at a demonstration lesson in a mentor's classroom, during a consultation outside of class, and during (or after) a mentor's visit to a teacher's class. Some teachers dealt with mentors in more than one type of situation. Moreover, some teachers had prolonged or "extensive" relationships, defined as including at least six exchanges either in person or by telephone. These relations were compared to those that had little or no follow-up.

The results are summarized on two different tables (Tables 6 and 8). Table 6 shows that approximately one half of the teachers interviewed observed mentors teaching. One third of these teachers watched a mentor give a demonstration lesson. Teachers also observed mentors in a more traditional role. Almost one third of the mentors (5) observed a mentor conduct a workshop. Few mentors (4) observed a teacher in his or her classroom.

Almost half (9) of the teachers had "extensive" relations with their mentors. Of these, one third were new teachers, one third were experienced teachers, and one third were experienced teachers in a new situation.

Getting Together

Teachers were asked how they came to work with their mentor. Their responses are summarized on Table 7. Approximately half of the teachers approached the mentors on their own. About a third of the contacts were suggested or required by principals. Some mentors introduced themselves to new teachers or teachers in changing assignments. No mentors approached experienced teachers in stable assignments.

Table 6

21 TEACHERS DESCRIBE THEIR INTERACTIONS WITH A MENTOR

T Interviewed	T's Status	T's Grade/ Subject	P Suggested M	T Knew M Previously	T Went to Other Ms/Ts	T Attended M's Workshop	T Observed M	M Observed T	Extensive Interaction
1	EN	PE (teach math)	X	X	X		X		X
2	N	English	X		X				
3	EN	Grade 1-2	X		X			X	
4	E	Automotive Mechanics	X				X	X	X
5	N	Grade 3		X	X				
6	E	Art				X			
7	EN	English	X					X	
8	N	Grade 3		X		X			X
9	N	Grade 3			X			X	X
10	N	Science		X					X
11	N	Grade 5		X			X		X
12	E	English		X					X
13	E	Kindergarten				X			
14	EN	Grade 1		X					X
15	EN	Grade 2-3			X		X		
16	N	Grade 5		X	X				
17	EN	Grade 3		X					X
18	EN	Grade 3				X			
19	E	English	X				X		
20	E	Grade 2-3				X	X		
21	E	Grade 2-3					X		

M = Mentor

T = Teacher

P = Principal

N = New teacher

EN = Experienced teacher, new subject, grade or school

E = Experienced teacher

Extensive = More than 6 interactions (personal or by phone)

Table 7

TEACHERS REPORT HOW THEY CAME TO WORK WITH MENTORS

	Mentor Approached Teacher	Teacher Approached Mentor	Principal Initiated Contact	TOTAL
New Teacher	1	4	2	7
Experienced Teacher, New to Grade Level, Subject, or School	3	2	2	7
Experienced Teacher		5	2	7
TOTAL	4	11	6	21

It appears that teachers were generally less hesitant to go to a mentor's workshop or to ask assistance from mentors who introduced themselves than to seek assistance on their own. It seemed that teachers interviewed felt that something must be wrong before they should ask for help.

Consequences of Working with Mentors

When asked about the consequences of their interactions with their mentor, teachers gave a variety of responses. Table 8 summarizes the outcomes in relation to the kinds of exchanges that teachers had with their mentors (workshops, consultations, teachers visit mentor's class to see a demonstration lesson, and mentors visit teacher's class).

Teachers described nine kinds of outcomes from their interactions with mentors.

Access to resources. Five teachers said that mentors helped them find materials and/or supplies in the building, or recommended certain district workshops. These comments came from new teachers or experienced teachers who were transferred to a new school.

Table 8

21 TEACHERS DESCRIBE THEIR WORK WITH MENTORS
["(n)" = two or more teachers gave the same description]

TEACHERS SAW MENTORS WHEN:

TEACHERS GAINED:	Teacher Attended Mentor's Workshop	Mentor Consulted With Teacher	Teacher Visited Mentor's Class	Mentor Visited Teacher's Class
ACCESS TO RESOURCES		(2) Mentor (M) advised Teacher (T) about available materials. (2) M advised T about available workshops. M helped new T get supplies. "M kept a list and checked back so that she and I knew when something was completed."		
IN STANDING WITH OTHERS		M helped T get acquainted with other teachers. Principal liked T's learning centers--gave T high evaluations. T helped other teachers use learning centers. M went to vice principal on T's behalf..."told him what I was trying to do was correct, but I need support. Vice principal said, 'Since he's doing his best, I'll try extra.'" T's shop was painted. T's enthusiasm for M spread. Other Ts use M's ideas for teaching reading. New T received supplies because M intervened with principal.		

Table 8 (cont.)

21 TEACHERS DESCRIBE THEIR WORK WITH MENTORS

TEACHERS SAW MENTORS WHEN:

TEACHERS GAINED:	Teacher Attended Mentor's Workshop	Mentor Consulted With Teacher	Teacher Visited Mentor's Class	Mentor Visited Teacher's Class
COMPANIONSHIP AND ASSURANCE	I made a friend."---------->			>M taught a demonstration class.
		M discusses students' personal problems with T. "I really value that in a teacher."		
		"I felt lost at first. I asked people to help, but they didn't have the time. M's feel obligated to help."		
			"We are friends."	
	"She's my friend and that made me feel comfortable. I know where to go if I need anything."	has meant everything. She		
		"We have mutual problems. We have things in common. We both like kids	and we both like auto mechanics."	
		"I relaxed. I realized what I was going through was normal."	"I feel better about myself; my class is normal [noisy, at times, like the M's].	
		(4) T uses the M as a "sounding board." (e.g. "What do you do with problem students?") or "How do you make the class more interesting?")		
		"I have more confidence in my teaching ability."		
		"We are both calm... We are both traditionalists."		

Table 8 (cont.)

21 TEACHERS DESCRIBE THEIR WORK WITH MENTORS

TEACHERS SAW MENTORS WHEN:

TEACHERS GAINED:	Teacher Attended Mentor's Workshop	Mentor Consulted With Teacher	Teacher Visited Mentor's Class	Mentor Visited Teacher's Class
ADJUSTMENTS TO THEIR TASKS		English T now teaches the text by authors, not chronologically as the text is organized. "I learned to structure advanced placement tests at a more difficult level. I learned how far to push AP students."	"I readjusted my goals. I didn't stay so late and I don't come on Saturday. I tried to relax."	
KNOWLEDGE AND IDEAS FOR TEACHING	(3) T uses ideas from M's workshop. T uses M's materials with students. "I'm learning about computers. I hope I will get more self confidence so I can incorporate computers into my classroom."	M shared units with T. T (PE) learned math content from M. "When I illustrate scientific concepts, I must be concrete and use examples from students' lives, so they understand it."		

Table 8 (cont.)

21 TEACHERS DESCRIBE THEIR WORK WITH MENTORS

TEACHERS SAW MENTORS WHEN:

TEACHERS GAINED:	Teacher Attended Mentor's Workshop	Mentor Consulted With Teacher	Teacher Visited Mentor's Class	Mentor Visited Teacher's Class
ACCESS TO MODELS OF TEACHING	T uses clinical teaching techniques in her own teaching. (T is now a M doing workshops on clinical teaching).	T adapted M's method of teaching reading. "It [M's teaching] gave me feedback from someone who is very competent. I have a lot more confidence with what I am teaching."		
		M showed T (PE teacher) how to plan math lessons and how to present math concepts.		
			M taught demonstration lesson. T uses M's tricks to keep students involved.	
			T saw that M's class got noisy. "Maybe integrated classes [like mine] are noisy. I can't do all that the principal wants."	
			M taught demonstration lesson: Readers' Theater. T uses Readers' Theater plays in own classroom.	
		"[M] runs an incentive-style program. I believe in that."		
				M came to help T organize classroom... suggested that students use small chalkboards so they can all be busy and my involved.
			"I was impressed with the simplicity of [M's] presentation... Maybe I am confusing students by giving them so much (more than is required)... I have a picture of a calm M."	
			"I got results right away." T uses rythmic clapping to get attention, and classroom meetings to solve problems.	
			M was organized. "When you're organized, you can do a whole lot."	
		"I am tougher on kids. I saw that her methods worked."		

Table 8 (cont.)

21 TEACHERS DESCRIBE THEIR WORK WITH MENTORS

TEACHERS SAW MENTORS WHEN:

TEACHERS GAINED:	Teacher Attended Mentor's Workshop	Mentor Consulted With Teacher	Teacher Visited Mentor's Class	Mentor Visited Teacher's Class
FEEDBACK ON THEIR PERFORMANCE				M gave T positive feedback on presentations, classroom control, and parent-teacher conference. "She was very supportive...I am motivated to keep up high levels of learning." M gave constructive criticism and praise. "I relaxed."
SUPPORT FOR THINKING ABOUT TEACHING	"Clinical teaching has given the finer points of teaching a name. Now that I am aware of the anticipatory set, I am making an effort to do it for each lesson."	"As an aide [in M's class] I didn't always understand the logic behind what [M] did. I now begin to understand why things were done in a special way."		
CHANGES IN CLASS OPERATION	T made "learning centers." "The centers mean a lot...it helps the class run smoothly...helps with discipline." "Kids use computers when they finish their work."	Use of daily behavior report card reduced the behavior problems of 5 students in class.		M came to T's class (transferred in mid-year) and "set the record straight...she laid down the law..." M suggested that T transfer out problem students..."That helped a lot."

Standing with others. Five teachers stated that their interactions with mentors altered their standing with others in the school. New teachers and experienced teachers new to a school reported that mentors helped them get acquainted with other teachers and intervened with the principal to get them needed supplies. Other teachers reported that the principal and some faculty approved of their new teaching strategies.

Companionship and assurance. More than half (14) of the teachers described the importance of companionship offered by mentors. For many teachers, new and experienced, finding a colleague who offered friendship or a credible sounding board was important. It helped them "to relax," to feel better about themselves. It gave them more confidence in their teaching ability. One new teacher said:

> "All I can say is that we need the mentor program desperately. New teachers need someone to bounce off ideas and say, "Yes, you can do it." With the way kids are coming to schools, teachers will be burned out quick if they don't know what they are doing."

Adjustment to their tasks. Three teachers said that mentors helped them adjust their practices to their situations. For one new teacher, this meant clarifying what he could reasonably accomplish during his first year. Another new teacher changed her strategy for teaching a text book. A third teacher changed both her expectations and the level of difficulty in an advanced placement class.

Knowledge and ideas for teaching. More than one third (8) of the teachers declared that they used a mentor's suggested teaching technique in their classrooms. One teacher who was teaching a new content area said that his mentor taught him some basic concepts of the subject matter.

Access to models of teaching. Half of the teachers said that they learned new strategies or models of teaching from watching a mentor teach a class.

Feedback on their performance. Considerably fewer (2) teachers reported that mentors observed their class and gave them constructive criticism on their teaching practices.

Support for thinking about teaching. Two teachers noted that mentors helped them analyze their teaching. One said, "I now understand why things were done in a special way."

Changes in class operation. Four teachers said that their class ran more smoothly because of their dealings with a mentor.

Many of the outcomes described were linked with teachers' consultations with mentors outside of class (Refer to Table 8). Often these consultations either preceded or followed up other kinds of exchanges.

Teachers Describe Their Mentors

The teachers interviewed valued the assistance that their mentors provided. They described their mentors as people who made themselves available by "showing up," offering their assistance, and not flaunting their higher status as mentors. Mentors were good listeners and shared materials and ideas, and at the same time made clear that they valued the teachers' insights. Moreover, the mentors demonstrated their abilities. The teachers' descriptions of their mentors are summarized on Table 9.

Table 9

21 TEACHERS DESCRIBE THEIR MENTORS

Mentors Made Themselves Available	Mentors Shared with Teachers	Mentors Applied Their Abilities
"She introduced herself at lunch."	"He was a good listener. He wants my ideas too. He makes me feel valuable."	"He is one of the best math teachers in the area."
"She showed up."	"When you ask a question, the question is the focus of the moment."	"She is well organized, well prepared."
"He made himself available, but did not push."	"She shared materials of her own."	"He simplifies things."
"She was always willing to help."	"She gave me resources and her idea book."	"She is always searching for new ideas."
"He offered to help."	"He did not say how things ought to be done, but rather how they worked for him."	
"He does not set himself apart; he makes it clear we are all teachers."	"He was honest. He said that he could not help me with 9th grade English [too removed]."	
"You always know that everything would be treated with confidentiality."	"He made me feel like a colleague."	
"I never felt shunned by her."	"He made me feel professional."	
"She never made me feel small."		
"I never felt inferior."		

CHANGE IN THE MENTOR PROGRAM

In November, 1985, a year and three months after the coordinator assumed his position, we asked him to consider how the mentor program had changed. The coordinator declared that the program was "really rolling now." Two groups of mentors were operating, and a third was recently selected. He described some of his perceptions about the change.

Unlike the first year, which began with a "low profile," the coordinator began the second year with a "splash." He said that conditions had changed dramatically. The district had recently won the grievance filed by the teachers' association; the formal opposition to the mentor program had diminished. Perhaps more important, however, mentors' activities such as demonstration lessons, workshops, a teachers' center, a new teachers' handbook, and increased collaboration with principals had gained support and recognition.

> "The program won acceptance because of the mentors' performance...Teachers are realizing that they can learn from each other--that's our goal."

As a result of the support for the program, the coordinator felt that he could now "showcase the mentors' work and publicize what they had done throughout the district...We want to impact the district!"

The coordinator also noted that he had changed:

> "When I came into the job, I had to learn with everyone else what mentors should do. I understood that we had to implement a quality program, and turn a negative attitude [about the program] into a positive one."

The coordinator felt that he now had a much clearer conception about the mentors' role, and was able to communicate clearly what was expected. A group of mentors had already "matured into their role" and were taking initiative. "They had the confidence that they could forge their own role and are doing all kinds of interesting things."

The coordinator had also established five new committees to enhance communication. One was an "advisory committee" of mentors, which enabled him to address mentors' needs more effectively. Four others were standing committees that provided additional opportunities for mentors to deal with each other.

Finally, the coordinator noted that the interaction between the "old mentors and new mentors" appeared to hasten the new mentors' induction to their role. He said that the first group of mentors took "about a semester" to get trained and figure out an appropriate way to handle their new responsibilities. The new mentors, however, appeared to have "taken hold" quicker and were already providing services to the district.

Recommended Changes in the Mentor Program

District officials, the teachers' association president, principals and mentors were asked what changes would make the mentor program more effective. District officials and the teachers' association president agreed that the program should be expanded to allow more teachers to participate. The former emphasized the importance of receiving state funds at a time when mentors could be selected to serve for one academic year (rather than the existing format where mentors are selected at mid-year). The latter suggested that mentors concentrate on influencing groups of people at a school rather than focus on individual demonstration lessons. "There has to be ways built in for the mentor to really influence what goes on at a school site, not just in a classroom...on individual lessons."

Principals recommended several changes in the organization of the mentor program, the use of mentors, selection procedures, and program promotion (see Table 10). Several principals also recommended that mentors get release time from their classrooms for their mentoring responsibilities. (One principal suggested that mentors take a year off to be available to the district.) Other principals recommended that administrators be trained on what is expected from them in the mentor program and on ways to use mentors at school.

Mentors made similar recommendations (see Table 11). But their emphases differed. Some recommendations referred to the difficulty of the new role. Representative comments were these:

> "I have found this very difficult to do this first semester. For example, the hours I use in preparation for a workshop or a demonstration is counted. And I just feel that we need more direction from the district. I can't go to a school and say, I'm a mentor teacher. Would you please send me six teachers for a demonstration lesson? That needs to come from the district."
>
> "I don't think that the mentor teacher should be pushed on anybody. They should be there as a good resource. So whatever the district can do to promote that..."
>
> "They [the district] don't use me to the fullest. A lot of it depends on the school you are in. If we had new teachers, it would be easier. But here [my school] everyone knows how to implement the reading program."
>
> "Just because something works for me doesn't mean that it will necessarily work for someone else."

These comments highlight the difficulty of asserting a higher status. Mentor teachers need opportunities to showcase their expertise (e.g., demonstration lessons); their credibility with their colleagues is on the line. The experience can be unnerving.

Several mentors also recommended extending the term of the mentorship to two or three years. They felt that the district and the mentors invested a lot of money and time to train the mentors selected. Not only was it a "waste of money" to assume the mentorship for just one year, it was also "demeaning" and "counter-productive." As these mentors declared:

> "If you're good enough to be selected, and you perform well, you shouldn't have to reapply. Actually, I resent it."
>
> "This business of training a mentor and then making him or her go through the complete application process again at the end of only one year is counter-productive to the program."
>
> "We almost fell out of our chairs [when we heard the term was only one year]. You spend thousands of dollars. You pulled us out of class. You've sent us to really good workshops. You really buffed us up. And we're really good teachers. Now, you're going to throw us out with the trash and said that you're going to bring in a new shipment. That's inefficient."

Table 10

22 PRINCIPALS RECOMMEND CHANGES IN THE MENTOR PROGRAM
["n" = two or more principals gave the same description]

Organization/Evaluation of the Mentor Program

The mentor coordinator is spread too thin--he cannot possibly handle so much.

Start with a smaller number [of mentors], and then increase gradually.

Add more mentor positions.

Need for further expansion of mentor program to areas not yet served, like the Sheltered English Program.

Increase the funding for substitutes so that teachers could get into the mentors' classes and mentors could pursue their activities. Maybe have a substitute spend a certain number of days in each school so that the mentor and principal could develop an action plan for the school.

Reduce requirements to be away from the school site for lengthy meetings.

Provide time and substitutes for mentors to work closely with teachers who are experiencing difficulties.

At the secondary level, designate mentors to be department chairs. It would upgrade the chairmanship position so that they could offer "intellectual, professional, and curricular support" to implement the effective teaching strategies and state mandated changes. For those schools that have no mentors, it would encourage a more organized approach to change because "people would know that the department chairs were being monitored."

Pay close attention to the mentor teacher's evaluation of the program. "They are going through it."

Take seriously the principals' evaluations and comments, even though some persons are resistant to change.

Training

(3) Provide better inservice for principals on the best way to utilize mentors.

Provide training to mentors to improve their leadership skills.

Provide inservice for teachers so that they are more aware of the mentor program.

Table 10 (cont.)

22 PRINCIPALS RECOMMEND CHANGES IN THE MENTOR PROGRAM

Use of Mentors

Mentors should service the entire district, not just a particular geographic area. We need to be more flexible (e.g., Some mentors are within a 5-minute drive to a school, but cannot be asked for help because they are in a different geographic area).

Mentors' workshops should be open to all teachers willing to attend.

All teachers ought to be able to visit a mentor's classroom for a demonstration lesson, not just those who are experiencing difficulty or who are new.

Teams of highly skilled teachers with a high level of energy could travel to schools to model ideas and teaching strategies.

(2) Mandate that mentors work with new teachers.

Develop a packet of successful activities during the first year that the site principal and mentor could use as a resource.

Develop monthly "well organized packets" of activities that K-3 teachers could use with students.

Assist in planning a spring workshop on Clinical Teaching.

Terms and Schedules

"I know that one of the major goals is to keep teachers in the classroom, but that means they are not as available...Maybe a year out of the classroom to be accessible to the district would be good, with the idea that you would go back to the classroom with new knowledge."

(3) At the district level, have each school staffed so that a mentor teacher can have one released period. (One principal is using her school budget to release a mentor one period per day.)

Provide more time for mentors to plan workshops. (Principal's mentor is hesitant to take time away from classroom preparation.)

Principals' Role/Responsibility

(3) Provide guidelines to principals about what is expected from them.

(2) Encourage outstanding teachers to apply for the mentor program.

Give administrators an on-going report of mentors' activities.

Table 10 (cont.)

22 PRINCIPALS RECOMMEND CHANGES IN THE MENTOR PROGRAM

Communicate with site principals about their role with mentors.

Mentors should give principals their action plans more quickly to hasten the implementation of a program at a school site. Principals could add to the list.

Selection

Selection process may need refining. (Principal heard) that some of the mentors selected were not the best teachers... Maybe some mentors could evaluate the mentors so we would know if we should keep "a few of them next year."

(2) Select mentors on the basis of good teaching techniques rather than restricting the selection to subject specialty. "Good teaching techniques can apply to almost any teaching situation."

Selection process should have both an open-ended narrative and a checklist.

Important to see what a teacher does in the classroom, not just write what principal saw in a recent observation.

There should be a pool of interviewing questions, so that the same questions are not asked to each person. (The questions get passed around by mentors who were interviewed.)

Ask for principals' nominees for mentorships. "If the site principals had been asked for nominees, there would have been 99% agreement on the final list of mentor teachers."

Promoting the Mentor Program

Raise the status of mentors in the eyes of their peers. "Anything we can do in that regard is important."

Publicize the importance of recognizing good teachers. Publicize the mentors who were selected. "Let the public know that we have exceptional teachers."

Publicize that selection for mentorship comes from demonstrated expertise; mentors are not just appointed.

Persuade the teachers' association not to interfere. "It is counterproductive to the process."

Table 11

22 MENTORS RECOMMEND CHANGES IN THE MENTOR PROGRAM
["(n)" = two or more mentors gave the same description]

Organization/Evaluation of the Mentor Program

The mentor coordinator should have assistance, a core group or team of 2-3 persons. It is an awesome responsibility.

The Mentor Coordinator position ought to last two years.

Teachers should run the program.

All new teachers should go to demonstration lessons.

There should be more stability in the mentors' calendars so that administrators and substitutes would be informed in advance; things would not have to be cancelled due to confusion.

(3) The organization and advertising of demonstration lessons should be improved (substitute problems/getting the word out to teachers, etc.)

(2) Eliminate geographical boundaries for mentors.

(3) Each school should have at least one mentor. (One teacher from a school with 3 mentors said, "I wouldn't walk onto one of those sites [school with no mentor].")

Teachers who are not mentors should be allowed to go to quality workshops.

Mentors should not have to "log their hours...it's demeaning."

Training

(2) Need more training on conducting workshops; one inservice was not enough.

Need concrete suggestions on how to take information back to staff.

Inservice needs refining; some workshops are superfluous.

(2) Mentors need more time to talk to each other at mentors' meetings. "The interchange comes during break time."

Articulation between mentors at the Jr. High, Sr. High, and elementary schools needs improvement.

Need training for administrators so that they and the mentors share the same language and develop ways to work together.

Table 11 (Cont.)

22 MENTORS RECOMMEND CHANGES IN THE MENTOR PROGRAM

Mentors and administrators should be trained together to reduce the isolation. "It would create a bonding if we do it together."

Use of Mentors

Mentors ought to be rewarded, not given extra work.

Mentors should be generalists, not specialists.

Teams of mentors should lead workshops. (Mentor finds it difficult to conduct a workshop alone.)

Mentors should discuss research on effective schools and specific activities that lead to effective schools with teachers at similar grade levels.

The district should accumulate research-based information to share with others. "Just because something works for me doesn't mean that it will naturally work for someone else."

Terms and Schedules

Allow mentors to take one year (even a half year) off from the classroom "to mentor" full-time "so that you could really give it your undivided attention and reach more of the audience than you can with full-time teaching...teachers should not be out of their classrooms so often."

(3) Allow release time for mentor work--one or two hours per day, a half day per week. (One mentor worries about her class when she goes to a meeting or works with another teacher.)

Mentors' work ought to be accomplished primarily during contract hours.

(5) A mentor's term ought to be longer than one year...it is a waste of funds, demeaning to mentors who worked hard.

Selection

(2) Give successful mentors an "edge" in the selection for mentors during the second year. "It will provide consistency and continuity in the program."

Give equal opportunities for all teachers who apply to the mentor program.

Table 11 (cont.)

22 MENTORS RECOMMEND CHANGES IN THE MENTOR PROGRAM

Promoting the Mentor Program

Standardize the way of recognizing mentors throughout the district.

Promote the program among principals and staff. "It's hard to push oneself onto staffs."

Give mentor program more prestige so that the best teachers apply.

CONCLUSION

The clear implication both of the title "mentor" and of the $4,000 stipend is that teachers chosen as mentors are more knowledgeable and skilled than some other teachers, that their knowledge should be shared, and that their skill should be emulated. That is, the greater knowledge and skill of teachers chosen as mentors should be applied to improving schools and teaching.

The CMTP legislation states clearly what mentors should and may do. They should work with new teachers. They may work with experienced teachers, or develop special curricula, or provide staff development. These legal activities of mentors could produce a wide range of relationships between mentors and other teachers. As curriculum developers, mentors might never see the teachers who presumably use the products of their effort. In staff development, mentors might serve as trainers to groups of teachers. As advisors for new or experienced teachers, mentors might provide information, consult with teachers about their work, or observe teachers and work in their classrooms and comment on what they see.

For some of these relations, there are common precedents. Others are less familiar. Some are disapproved by some persons in some places. The purpose of this case study has been to trace conditions in which the mentor program was introduced, to describe how "mentor" came to be defined, and to follow the action as mentors pursued that definition in the presence of district officials, teachers' association officials, principals, and teachers.

In light of the present political demands for improvement in teaching and in light of emerging research to the effect that adequate support for advancement by teachers requires close examination of teaching in the classroom, the researchers have been particularly interested in the most direct, demanding, and consequential sorts of relations between mentors and teachers.

By March, 1985, Waverly's mentors who were interviewed had engaged in all of the activities outlined in the legislation. Most of the mentors had consulted with individual teachers. Approximately half the mentors had taught demonstration lessons or conducted workshops. Several mentors were also involved in projects (e.g., a mentor initiative to establish a teacher center). Only three mentors of the 22 had visited a teacher's classroom.

The teachers who were interviewed valued the assistance that their mentors provided. Two thirds of the teachers were either new or in a new situation. It appeared that mentors were particularly important to these teachers. The teachers gained companionship and assurance, knowledge and ideas for teaching, and access to new models of teaching from visits to a mentor's class. Considerably fewer teachers received feedback on their performance or support for thinking about teaching.

The mentors who were interviewed felt supported by several people in the district. Several mentors particularly appreciated the mentor coordinator's accessibility, assurance, and problem solving ability. Other mentors commented on the support and respect that their building principals gave them. The mentors gave mixed reviews about the quality of the training workshops offered by the district. But all appeared to agree that the opportunities for interacting with other mentors were extremely important.

Most of the mentors also felt that the teachers whom they had helped both appreciated and were responsive to their assistance. At the same time, mentors reported that a small but hostile group of teachers had a negative reaction toward the mentor program. Mentors also said that many teachers in the district were unaware of the mentors' activities. Mentors face some difficulty in demonstrating to themselves and others that they earn their keep.

District officials and the teachers' association president viewed mentors as a resource for teachers to gain new ideas and insight into their teaching practices. It was hoped that the mentor program would reduce the isolation among teachers and provide access to the expertise of experts. Demonstration lessons and workshops were encouraged and supported as a vehicle for reaching teachers. The mentor coordinator arranged and publicized these activities, and made provisions for substitutes to cover teachers' classrooms when necessary.

While there was some opposition to the mentor program and negotiations with the teachers' association had broken down at one point, this district moved steadily to plan the mentor program and select mentors. It appointed a full-time mentor coordinator and supported extensive training for mentors. It appeared that the previous experience with demonstration teachers, which were viewed positively by both district officials and the teachers' association, influenced the design and conduct of the mentor program in this district.